

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)
- | | |
|----------|-----------------------------------|
| 5 | Elementary schools (includes K-8) |
| 1 | Middle/Junior high schools |
| 1 | High schools |
| 1 | K-12 schools |
| 8 | TOTAL |

2. District Per Pupil Expenditure: 8974

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural

4. 2 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	42	46	88	6			0
K	52	55	107	7			0
1	53	52	105	8			0
2	56	59	115	9			0
3	49	55	104	10			0
4	52	47	99	11			0
5			0	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							618

6. Racial/ethnic composition of the school:

<u>1</u>	% American Indian or Alaska Native
<u>1</u>	% Asian
<u>18</u>	% Black or African American
<u>40</u>	% Hispanic or Latino
<u>0</u>	% Native Hawaiian or Other Pacific Islander
<u>37</u>	% White
<u>3</u>	% Two or more races
<u>100</u>	% Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 16 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	54
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	50
(3)	Total of all transferred students [sum of rows (1) and (2)].	104
(4)	Total number of students in the school as of October 1.	637
(5)	Total transferred students in row (3) divided by total students in row (4).	0.163
(6)	Amount in row (5) multiplied by 100.	16.327

8. Limited English proficient students in the school: 33 %

Total number limited English proficient 201

Number of languages represented: 2

Specify languages:

1) Spanish

2) Vietnamese

9. Students eligible for free/reduced-priced meals: 84 %

Total number students who qualify: 521

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10 %

Total Number of Students Served: 59

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>39</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>3</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>3</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>32</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>0</u>
Paraprofessionals	<u>24</u>	<u>0</u>
Support staff	<u>9</u>	<u>0</u>
Total number	<u>69</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 20 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	96%	96%	96%	96%
Daily teacher attendance	97%	97%	96%	96%	95%
Teacher turnover rate	9%	20%	20%	26%	29%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Student dropout rate is not applicable at elementary level.

Teacher turnover rate has dramatically decreased over the past five years. This significant drop is due to several factors. In the beginning of the 2008-2009 school year there was a monumental shift in the climate and culture of the campus due to the change in administration. The incoming principal and assistant principal had been a part of the campus for many years. The climate and culture needed great attention and was the main focus of the new administration. This shift focused on enhancing the relationships with the current phenomenal staff that existed at Fred Douglass. This family atmosphere has created a great place to “learn, work and play.” Furthermore, the success of the school has begun to draw a base of interested candidates for future teaching positions; thus, enhancing the quality of incoming teachers. Additionally, because of the success of the school, people want to be a part of Fred Douglass Elementary and the staff wants to stay and achieve even greater things for children. The administration is driven to ensure each staff member pushes his or her self to the pinnacle of their abilities. Fred Douglass is not a stagnant environment and everyone is committed to continual growth. Being a part of this warm and welcoming environment has inspired teachers to stay at Fred Douglass and embark on a journey of self-growth.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

The City of Jacksonville is located in the rolling hills of East Texas. Jacksonville was given the honor many years ago as being the "Tomato Capital of the World," producing the largest, reddest, sweetest tomatoes, shipped by rail from rows of tomato sheds lining the tracks. To this day Jacksonville continues to take pride in its strong agricultural and manufacturing background.

The Jacksonville Independent School District has a rich history dating back to 1881. The mission of Jacksonville Independent School District is to ensure each student develops the educational capacity necessary to reach his or her fullest potential and become a contributing citizen in an ever-changing, competitive world. In order to ensure the success of every child, Fred Douglass' mission is to provide an exemplary education to meet the diverse needs of all students in a loving, respectful, and secure environment with the support of parents, school, and community.

In the 1920's Fred Douglass Elementary was Jacksonville's African American high school. The school has evolved over the years to become an elementary school that currently houses early childhood through fourth grade but has kept in touch with its diverse roots. The school's population is 40% Hispanic, 37% White, 18% African American, and 5% other. The campus is 33% LEP and 84% Economically Disadvantaged.

For fourteen years, Fred Douglass has had the unique opportunity to house a two-way dual language program. The students participating in the dual language program are native Spanish speaking students and native English speaking students, simultaneously learning both languages. This program currently consists of 48% of the school population and consistently increases in growth each year. Student success is ensured through the student's primary language while becoming bilingual and biliterate. The goals of the program involve students developing high levels of oral language and literacy skills in Spanish and English, thus obtaining academic development at or above grade level in both languages, and developing positive attitudes toward school, themselves, and other cultures.

The staff at Fred Douglass is committed to ensuring all students are successful, no excuses. Teachers work tirelessly to ensure each student's needs are met through data-driven instruction and enhanced teaching strategies. Teachers ensure this success daily by meeting with students individually and addressing each student's needs through tutorials, Saturday school, and conceptual refinement. At any given moment in the school, one may walk through the hallways and see small group instruction occurring in every classroom, including individualized instruction from campus administration, specialized teachers, and paraprofessionals. All individuals are utilized on campus according to the staff members' own strengths. Every member of the Fred Douglass staff adheres to the motto "whatever it takes" to ensure learning for all.

Fred Douglass' legendary milestones are supported by the dedicated, hard-working professionals that understand the impact of data-driven instruction. Fred Douglass strives to create a safe, risk-free environment for students, parents, and teachers. The selfless educators at Fred Douglass foster the development of high academic achievement and a school-wide family environment by each staff member encouraging and developing every child's fullest potential. Through promotion of community and parental involvement, Fred Douglass' legendary goals and accomplishments are realized.

Together as a Fred Douglass family, the staff, parents, and students are continually working cohesively to achieve great success for each and every student. When a goal is achieved, the unit of stakeholders comes together to analyze what steps were taken and what can frequently be improved upon to ensure a continual path of excellence.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The students at Fred Douglass Elementary participate in the Texas state assessment system. The mandated state assessment is TAKS (Texas Assessment of Knowledge and Skills), this rigorous test is given annually to the third and fourth grade students. The assessment was developed to measure each student's learning and mastery of the TEKS (Texas Essential Knowledge and Skills), the state-mandated curriculum. TAKS is given to third graders in Reading and Math and to fourth graders in Reading, Math and Writing. For students served under Special Education there are four testing options. They consist of TAKS, TAKS Accommodated, TAKS Modified and TAKS Alternative.

Student performance is based on a scale score of 2100. A scale score of 2100 indicates that a student has met the required standards. A scale score of 2400 indicates the student attained a commended performance. Through 2009, third graders were part of the Student Success Initiative (SSI) grade advancement requirements, where those students must pass the reading portion of TAKS in order to be promoted to the next grade. The goal of the SSI is to ensure that all students receive the instruction and support they need to be successful in reading.

The state gives each district and campus an accountability rating for test scores. The campus ratings through 2009 were determined by the results of all tests, including the first two administrations of the third grade Reading assessment. Campuses earn ratings of Exemplary, Recognized, Academically Acceptable, and Academically Unacceptable. These ratings are based on the percentage of all students and subgroups meeting standards in each subject. To receive an Exemplary rating, 90% of the whole student group and each subgroup must meet the standards. A Recognized rating requires a 75% passing rate for all. In 2009, the state introduced the Texas Projection Measure (TPM) based on a statistical formula to project growth and passing rate at the next high stakes test.

Fred Douglass' TAKS scores have steadily increased in both reading and math in the past five years. From 2005 to 2009 Fred Douglass has had significant increases in student performance with reading increasing from 81% to 98% and math increasing from 71% to 93%. During the same years, commended student performance went from 21% to 34% in reading and 17% to 29% in math. In 2005 through 2007, Fred Douglass received an Academically Acceptable rating. In 2008, a Recognized rating was achieved, and Exemplary was obtained in 2009.

Fred Douglass strives for all subgroups to be equally successful. Student success is achieved through the utilization of individualized and small group instruction. The 2009 TAKS results (with TPM) for Fred Douglass subgroups in reading were as follows: African American was 99%, Hispanic was 96%, White was 99%, and Economically Disadvantaged was 97%. The math scores of 2009 were also as follows: African Americans was 92%, Hispanic was 96%, White was 99%, and Economically Disadvantaged was 97%. These percentages are up from the 2005 TAKS as follows: in reading, African Americans, 28 points; Hispanics, 17 points; Whites, 11 points, and Economically Disadvantaged, 19 points. In math, African Americans rose 32 points, Hispanics, 29 points, Whites, 16 points, and Economically Disadvantaged, 32 points. The 2009 TAKS tests resulted in a large percentage of subgroups receiving commended performance. The commended results in reading were 23% of African Americans, 22% of Hispanics, 52% Whites, and 30% Economically Disadvantaged. The commended results in math were 12% of African Americans, 24% of Hispanics, 42% Whites, and 27% Economically Disadvantaged. Fred Douglass has seen tremendous growth in reading and math over the last five years. Future goals include continued growth in African American math, Hispanic reading, and commended scores in each subgroup. www.tea.state.tx.us

2. Using Assessment Results:

The most important single factor impacting success over the past five years is careful analysis of assessment results. At the end of each school year, the faculty review, analyze, and disaggregate data from multiple sources, including state assessments, district benchmarks, Texas Primary Reading Inventory (TPRI), Tejas Lee, Circle, and AR reading program. Using data, the needs of the students for the coming year are assessed. Once needs are identified, a student-by-student strategy is determined for the upcoming school year. From this careful study, teachers identify instructional weaknesses and work collaboratively to create a plan of action that assures the success of all students.

At the beginning of each school year, teachers review the plan. All members of the faculty are involved in the dialogue to consider how best to accelerate instruction. Using student expectations from the state TEKS, student groups are organized to allow for differentiated instruction and intervention where needed. Particular attention is given to our low performing students and student subgroups to ensure the standards of NCLB are met. On a weekly basis, teachers and administrators review test results through a technology based data disaggregation program, which allows the opportunity to reorganize student groups based on individual needs. For example, using the information from the data program, each member of the administrative team focuses on a different objective and student expectation to instruct a small group of students based on weekly math test results. Groups are realigned bi-weekly according to student performance. These flexible groups allow for refinement of students' skills, to identify gaps in conceptual knowledge, and focus on each individual student.

Since reading is the foundation for all learning, Fred Douglass pays particular attention to reading intervention. Yearly, there has been tremendous growth as a result of dedicated application of the reading intervention programs. These programs include DEAR Time, guided reading, phonics instruction, Circle, and Accelerated Reading.

3. Communicating Assessment Results:

There is a great importance in keeping the community, parents, and students of Fred Douglass Elementary informed regarding student performance and assessment data. Increased awareness of school-wide goals has lead to support within the community to help attain excellence within the school. To keep the community abreast of current data, Fred Douglass employs several strategies including bi-annual parent conferences to explain student test scores, strengths, and weaknesses with relation to individual progress and performance within the group. TAKS Family Night encourages family and community involvement regarding strategies that can be implemented at home to continue academic improvement and provide a continuum of education between school and home. On this fun-filled night, all teachers, pre-kindergarten through fourth, plan special activities that parents can implement at home to help improve their child's reading and/or math understanding. Teachers only have the student for one year, but the parents will have them for their entire school career.

Fred Douglass views parents as partners and knows that showing them that they too can make a difference in their child's understanding and test scores, helping parents take an active role in their education. Students are informed of TAKS data after mock exams are taken and are then given the opportunity to focus on areas needed for improvement. Achievements are celebrated every six weeks at Fred Douglass Fandangos, which also serve as a pep-rally for the school's support and faith in students' abilities. Fred Douglass proudly displays growth and accomplishments on local billboards and the Jacksonville Independent School District website. The school also proudly announces all accomplishments in the local newspaper to inform the community that Fred Douglass is dynamic and achieving great things. Yearly, there is a community gathering to hang the TEA status signs of Recognized and Exemplary, respectively, at the school to inform parents and the community alike that Fred Douglass continues to strive for excellence and improvement each and every day.

4. **Sharing Success:**

Fred Douglass Elementary is excited and honored to share its continual success with others. In the past, the school has frequently hosted dual-language visits and serves as a model school for 2-way dual language programs. Fred Douglass participates in district-wide grade level meetings to share with other local campuses what is working well within the school. Educational leaders from the campus have presented at state and national conferences about the best practices used at Fred Douglass. Fred Douglass Elementary also plans to have a group of teachers and faculty present at conferences/workshops throughout the state and region. Moreover, Fred Douglass plans to serve as a host of other regional workshops so other schools in the area may benefit. Fred Douglass would be willing to receive visitors from throughout the state and work with other schools and regional centers to ensure success for all students.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Fred Douglass is based on the TEKS (Texas Essential Knowledge and Skills) and the Scope and Sequence guidelines outlined by the district. All four content areas are taught following inquiry based learning. All staff members, including administrators, paraprofessionals and special teachers, are utilized during the instructional day focusing on a high level of success for students. Cross-curricular instruction is an integral part of the curriculum, requiring students to think at a higher level. Continued growth and success for students is the goal for the entire campus.

There are several key components to the curriculum at Fred Douglass. The two administrators and Instructional Strategist meet weekly with teachers from each grade level to discuss TEKS, higher level questions, and to share ideas. A Best Practices Guide has been developed for each grade level containing TEKS, lessons, ideas, and specific ways to teach concepts. Instruction is enhanced by using small groups and tutorials. By doing this, individual student needs are met quickly and effectively. Nearly half of the classes (14 out of 30) at Fred Douglass are two-way dual immersion classes. These Dual Language classes follow the Gomez and Gomez model, which includes an inquiry based lesson cycle, with time for conceptual refinement at the conclusion of each lesson. Staff involvement of data disaggregation, alignment of curriculum amongst grade levels, and creative ideas for student achievement have all been key components.

The reading program at Fred Douglass follows the balanced literacy philosophy. The main focus is a guided reading approach, following the phonetic research of Fountas and Pinnell. Students read on their instructional level and continue toward an independent level to achieve and exceed grade-level expectations. Fountas and Pinnell phonics is an integral part of the guided reading time also. Vocabulary development is implemented with the use of word walls in each classroom, bilingual labeling in classes, and throughout the hallways. Moreover, high frequency words are posted in key locations throughout the school for use during transitional times and exposure through teacher read-alouds, so all time is utilized.

Math is taught using a hands-on approach, while emphasizing real world implementation. A variety of tools and methods are used for instruction: including Motivation Math, TARGET math board, small group instruction, Power Hour (math tutorial/rotation), math facts practiced during transitions, and textbooks. Data disaggregation of testing drives instruction for all students. All staff works diligently to help students master skills at each grade level, to fill in any gaps students may still have, and to raise the level of instruction as students succeed. Fred Douglass' staff is cognizant while preparing students to go to the next grade level and reaching their highest potential.

Science and Social Studies are both integrated into the curriculum, along with math and reading. Students also have the opportunity to go to the Science Lab three weeks out of a six week period for additional inquiry and experimentation. The science lab is equipped with Foss Kits that are used, along with other materials, to develop skills and understanding of Science concepts.

All students attend music and art weekly. These teachers provide culturally diverse lessons and activities for students. Classroom academics are reinforced in these classes, while fostering an appreciation of art and music for all. Students also attend physical education classes where they are taught teamwork, healthy living and sportsmanship. Academics are reinforced through kinesthetic activities to help spiral classroom instruction.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Fred Douglass strives each day to equip all students with the tools necessary to become successful, lifelong readers through authentic learning. All aspects of the Reading/English (Spanish) Language Arts block are focused around balanced literacy. This area of study is supported by the five components of reading: fluency, comprehension, vocabulary, phonemic awareness, and phonics. Beginning on the first day of school, every student from Pre-kindergarten through third grade is engaged in Guided Reading. Teachers, administrators, and paraprofessionals work daily with small flexible groups that are focused on meeting the individual needs of each student. Once a student has mastered reading in this format, the focus is shifted toward building fluency and comprehension skills. In upper grades supplements, such as Motivation Reading are used to help foster the development of each student. Fred Douglass has chosen this literacy approach based on the research of Fountas and Pinnell, as well as numerous others. In addition to engaging each student in small group reading daily, Guided Reading groups allow teachers to closely monitor the progress of students and adapt instruction based on the needs of each child. Fred Douglass is unique because many students not only receive Guided Reading instruction in English, but in Spanish, as well. Spanish instruction in literacy starts in Pre-kindergarten/Kindergarten with Estrellita and Esperanza. Kindergarten through Grade 2 also use Esperanza for continued instruction with phonemic awareness, then continuing with fluency and comprehension.

Additionally, Fred Douglass promotes instruction for all students with high frequency words hanging in various locations around the campus for review during transitional times. After school tutorials provide additional instruction time for students. Teachers in Pre-kindergarten and Kindergarten assists third and fourth grade teachers, enabling small group instruction to be more beneficial. During large group instruction, teachers follow a thematic approach focusing instruction on various genres. Pre-kindergarten through first grade also use literacy based websites and programs, such as Starfall. Another way that Fred Douglass creates a positive reading environment is through the Accelerated Reader Program. Each student is given a reading goal each six weeks and is rewarded for meeting the predetermined goal.

3. Additional Curriculum Area:

Because science is in everything, Fred Douglass takes a cross curricular approach to science instruction. The school district has adopted the Gomez and Gomez Dual Language Model which includes a daily science block in the classroom. The weekly science TEKS are also integrated into math, reading, and writing. In the past two years, Fred Douglass has developed a science lab that is visited weekly where students approach science in an inquiry based, authentic learning environment. The science lab is directed by a certified teacher who follows each grade level's TEKS, reinforcing what is taught in the classroom. In addition, students are assessed with benchmarks in grades first through fourth on TEKS that are vertically aligned with the fifth grade state assessment. Each spring, fourth graders participate in a school wide science fair where students demonstrate comprehension of the science process, an ability to perform repeated science experiments collaboratively, and share an enthusiasm for science with younger students.

Technology plays a significant role in the application of science in the real world; therefore, in addition to the science lab, Fred Douglass has a state of the art computer lab where students conduct scientific research, prepare reports, and create visual presentations using programs such as Power Point, Word and Excel. This enhances the ability to integrate science into each academic area. Furthermore, classrooms are equipped with interactive white boards that allow students to participate in hands-on math/science activities using cutting edge technology. In all grades, teachers utilize visual media like United Streaming and Discovery Education to expose students to a wide variety of scientific thought, allowing them to reach valid conclusions about the world in which they live.

Along with the science lab and computer lab, students have access to a large section of print media in the library. Teachers use this resource to integrate science and reading, encouraging students to explore various

topics of study throughout the year. The library has an open door policy that enables students to visit whenever the need arises.

4. Instructional Methods:

In order to meet the needs of every child, the campus begins the focus for the next school year in June. Every teacher evaluates each incoming student by truly dissecting the child's specific strengths and weaknesses. Teachers plan instruction with the support of the grade level team for each student during the summer. In August when school begins, no time is wasted. All teachers ensure that every child is receiving the instruction needed based on the previous year's data. Throughout the course of the year, student specific data is evaluated in every subject area on a biweekly basis. The students' needs are met through a diversity of research-based instructional methods, including cooperative learning, inquiry process, and small group instruction. All staff members on campus are utilized to teach to the exact academic need of each and every student. This process is consistent throughout all grade levels. The goal of the campus is to ensure that each student, regardless of native language, race, poverty level or academic program is accelerated to meet beyond grade level standards.

In the dual language program, literacy instruction occurs in the students' native language during the primary grades. The other subjects are taught with a bilingual team approach in English or Spanish depending on the subject area. All students are exposed to vocabulary in both languages and students are held accountable for biliteracy and bilingualism during second, third and fourth grade.

Small group instruction is utilized in every aspect of the school curriculum. Fred Douglass searches for opportunities to educate the whole child. Behavioral groups are created to support the social and emotional needs of students through community volunteers and mentors. Academic needs are continually evaluated and met as each student's abilities are analyzed weekly. At Fred Douglass when a particular student is not progressing either academically or behaviorally, intervention occurs quickly and consistently so that excellence transpires for every student.

5. Professional Development:

At the end of each school year, an intensive data disaggregation occurs in all areas of the school. As a team, Fred Douglass looks at academic strengths and weaknesses, behavioral incidents, attendance, parental involvement, and the culture and climate of the school. This data comes from a variety of qualitative and quantitative measures. The data then drives the staff development plan for the next school year. Staff development is implemented with a detailed plan. In the last five years, Fred Douglass has implemented several new programs including a "Conscious Discipline Family", which is a discipline philosophy and a new dual language model/approach. Each of these areas has a staff development plan that was developed for five years to ensure spiraling of concepts and implementation with fidelity.

Furthermore, teachers are asked to help create and adjust the campus plan on a yearly basis. Teachers and staff input are included in the campus and staff development plan. Teachers have the ability to seek out or request training on areas they feel that they might need to further develop. Funding is readily allocated so that teachers can attend trainings throughout the year and summer to ensure that innovative research practices are implemented into the classroom.

If a teacher attends training during the year or over the summer, the information is eagerly shared with their team at the next scheduled meeting. If a supplemental activity or program is added to a teacher's repertoire, it is also requested that this teacher keep weekly data on the implementation so the results can be evaluated effectively.

Through the years, Fred Douglass has accumulated an in-depth methodology of innovative best practices for the classroom. For each state standard, the school has a vertically aligned and research based method to teach

the concept. This allows for each student to seamlessly transition from grade level to grade level. These best practices are discussed and improved upon on a weekly basis. Training on these methodologies occurs annually.

6. School Leadership:

Fred Douglass takes the word “team” seriously. From the administration down, the feeling of being “all in this together” and “willing to do whatever it takes” to ensure the success of each child is fostered. By creating a risk free environment, the principals allow every faculty member to take ownership in the success of the school. With an approachable open door policy, the administration takes the initiative by establishing supportive relationships with each grade level. For example, the administrators are actively involved in the tutorial program, pulling small groups and individual students to help teachers improve overall student achievement.

The administration adheres to district policy, always setting an example for all faculty and staff. The high expectations they set for themselves and others have played a large part in the school’s dramatic improvement over the past five years.

Fred Douglass principals have adopted the policy of “get the most bang for our buck.” The administrators carefully analyze each academic area and allocate funds based on data and student needs, stretching each dollar as far as possible to fund research based programs that will help increase student achievement. The goal is to promote an education for all students that will provide a superior foundation for academic success.

As a school, the faculty shares a common vision that every student will be successful and leave Fred Douglass prepared for the next step of their educational journey. Success is continually celebrated both with the students and faculty creating a family environment. For example, every faculty meeting begins with a call for celebrations, both personal and professional. Additionally, every six weeks a school wide celebration called a Fandango allows students to celebrate their personal and academic achievements. The sense of family impacts the culture and climate of the school so that all staff members and students feel that they are a part of something unique and special. The dedicated leadership of the principals has created a cohesive and collaborative community at Fred Douglass Elementary.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: TAKS

Edition/Publication Year: Yearly

Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	91	89	88	74	73
Commended	29	28	21	18	21
Number of students tested	95	93	82	112	98
Percent of total students tested	91	89	88	74	73
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard	91	86	86	71	76
Commended	31	24	24	13	13
Number of students tested	95	72	61	82	73
2. African American Students					
Met Standard	77	94	73	75	62
Commended	15	6	12	13	10
Number of students tested	13	17	17	24	21
3. Hispanic or Latino Students					
Met Standard	92	86	94	63	67
Commended	28	16	29	7	15
Number of students tested	40	44	35	44	39
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. Limited English Proficient Students					
Met Standard	91	84	92	57	67
Commended	30	13	23	5	17
Number of students tested	33	38	26	37	36
6. Largest Other Subgroup					
Met Standard	95	90	90	86	86
Commended	36	58	17	32	35
Number of students tested	42	31	30	44	37

Notes:

Special Education subcategory and alternatively assessed numbers were below 10 students for each year.

6. White Subgroup

Subject: Reading
Edition/Publication Year: Yearly

Grade: 3 Test: TAKS
Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Feb
SCHOOL SCORES					
Met Standard	95	92	94	79	78
Commended	41	33	21	31	32
Number of students tested	97	95	95	113	99
Percent of total students tested	95	92	94	79	78
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard	94	93	95	75	74
Commended	36	24	20	28	24
Number of students tested	85	75	63	82	74
2. African American Students					
Met Standard	92	99	93	81	79
Commended	38	23	29	17	19
Number of students tested	13	17	17	23	21
3. Hispanic or Latino Students					
Met Standard	93	91	97	60	69
Commended	29	21	24	18	21
Number of students tested	41	48	37	45	39
4. Special Education Students					
Met Standard	83				
Commended	8				
Number of students tested	12				
5. Limited English Proficient Students					
Met Standard	94	92	96	54	69
Commended	29	25	18	16	19
Number of students tested	35	28	23	37	32
6. Largest Other Subgroup					
Met Standard	97	90	90	98	88
Commended	53	57	32	53	51
Number of students tested	43	30	31	43	39

Notes:

6.) Sub group category-White

In 2004-2008, special education numbers in third grade were below 10 for the special education subgroup and alternatively assessed measures.

Subject: Mathematics
Edition/Publication Year: Yearly

Grade: 4 Test: TAKS
Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	95	89	77	74	68
Commended	27	31	22	22	12
Number of students tested	93	81	97	92	69
Percent of total students tested	95	89	77	74	68
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard	94	86	70	65	63
Commended	22	29	11	19	4
Number of students tested	72	61	70	68	49
2. African American Students					
Met Standard	87	93	64	48	50
Commended	7	14	5	10	0
Number of students tested	15	14	22	21	16
3. Hispanic or Latino Students					
Met Standard	95	89	66	73	67
Commended	18	31	11	19	4
Number of students tested	45	36	35	37	27
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. Limited English Proficient Students					
Met Standard	87	89	62	76	59
Commended	16	32	10	21	0
Number of students tested	38	28	29	34	22
6. Largest Other Subgroup					
Met Standard	100	89	92	91	81
Commended	48	39	38	33	27
Number of students tested	33	31	39	33	26

Notes:

There were below 10 students for Special Education Students and alternatively assessed students.

6) White subgroup

Subject: Reading
Edition/Publication Year: Yearly

Grade: 4 Test: TAKS
Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	94	90	71	66	69
Commended	26	23	16	12	9
Number of students tested	92	90	96	92	69
Percent of total students tested	94	82	71	66	69
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard	92	87	64	53	67
Commended	20	18	6	7	4
Number of students tested	65	62	69	68	49
2. African American Students					
Met Standard	93	93	79	53	50
Commended	7	21	14	0	0
Number of students tested	15	15	22	21	16
3. Hispanic or Latino Students					
Met Standard	89	88	49	49	74
Commended	14	28	3	3	4
Number of students tested	44	36	35	37	27
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. Limited English Proficient Students					
Met Standard	86	83	45	50	68
Commended	16	25	3	3	5
Number of students tested	37	28	29	34	22
6. Largest Other Subgroup					
Met Standard	100	93	89	91	76
Commended	45	19	27	30	19
Number of students tested	33	32	38	33	26

Notes:

6) White- Subgroup

There were below 10 students in the categories of Special Educaiton Students and alternatively assessed students.